

**TEACHING AND LEARNING ENGLISH VOCABULARY BY
USING PICTURES TO THE STUDENTS OF THE FOURTH GRADE IN
SD NEGERI KRAJAN 02 SUKOHARJO**



FINAL PROJECT REPORT

**Submitted as a Partial Requirement in Obtaining Degree in the English
Diploma Program, Faculty of Letters and Fine Arts,
Sebelas Maret University**

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Final project report:

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USING
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NEGERI
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MOTTO

*Life is darkness without desire and wish. And all of the desire
and wish is blind without knowledge*
(Mutiara Amaly: 13)

Where there is a will there is a way

DEDICATION

I dedicate this final project report to:

- My beloved parents
- My beloved brothers
and sister
- Myself
- Mas Bandon

PREFACE

A lot of praise is only for Allah SWT, only because of Allah SWT; finally the writer has been able to finish writing this final project report entitled **Teaching and Learning English Vocabulary by Using Pictures to the Students of the Fourth Grade in SD Negeri Krajan 02 Sukoharjo**. It was made as a partial requirement in obtaining degree in the English Diploma Program, Faculty of Letters and Fine Arts Sebelas Maret University. The writer was interested in discussing about Teaching and Learning English Vocabulary by Using Pictures to the Students of the Fourth Grade in SD Negeri Krajan 02 Sukoharjo because the writer handled the class 4 and young learners are easier to learn English language.

The writer would like to express great gratitude to everyone who has given her or his motivation, support and help during the process of writing this final project report. The writer believed that this report is still imperfect. Therefore, all criticisms and suggestions are accepted for improving of this report.

writer

The

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Riska

Susanti

ABSTRACT

RISKA SUSANTI. 2009. TEACHING AND LEARNING ENGLISH VOCABULARY BY USING PICTURES TO THE STUDENTS OF THE FOURTH GRADE IN SD NEGERI KRAJAN 02 SUKOHARJO. English Diploma Program Faculty of Letters and Fine Arts, Sebelas Maret University.

This final project report was written based on the job training done by the writer as an English teacher in SD Negeri Krajan 02 Sukoharjo. The purposes were to describe the teaching and learning of English vocabulary by using pictures, the problems encountered by the students and the teacher in teaching and learning English vocabulary by using pictures, and to find out the solutions to the problems.

During the job training, the writer had some activities such as observing the condition of the class including the students' condition. In English teaching and learning English vocabulary by using pictures, the writer used some procedures in order to make the process of teaching and learning English vocabulary effective and successful. The procedures of teaching and learning English vocabulary by using pictures covered greeting, warming up, explanation, exercises, assessment, and ending the lesson.

There were some problems encountered by the students and the teacher. The problems of the students were writing the words and the wrong opinion about English lesson namely English was a difficult lesson. Meanwhile, the problems of the teacher were uncooperative students, and the limited facilities and materials. The writer also presented the solutions to solve the problems such as the teacher showed the pictures while writing the words on the blackboard, gave motivation to the students to be more diligent in English lesson, made the students interested to learning English lesson by giving game, brought some materials. For example she brought pictures and also the teacher asked the students to pay attention to the lesson.

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CHAPTER I

INTRODUCTION

A. Background

English is international language. Almost all the countries in the world use this language in communication. Because of that, English language has important role in communication in interacting with people. It also creates relationship and conveys many kinds of information. Yet, not everybody can use English language to communicate because they do not understand and master the meaning of the words in English language. Whereas, globalization era prosecutes everybody to be able to use English language for communication. From that reason, it is necessary to teach English language to young learners. Because young learners are easier to learn English language.

Every time English language always grows, and it makes everybody interested in learning English language. English language is a foreign language to Indonesian people so it is not easy for everybody to learn. It can be said that it is necessary to teach people English language from the early age. Because of that, at this time English language is not taught only in elementary school level but also in play group and kindergarten. It has purposes that in the future they will be more ready to face globalization challenges and can use English language in communication.

Learning English is not instant, but it needs process. In the process of learning English it involves a teacher and learners. Teacher is the most important person to support the process of learning English. The way a teacher

teaches English language can determine the success of learning process. In this case, a teacher must be able to make the students interested to learn English language. One of the strategies to make students interested in learning English is by using pictures when a teacher teaches about English vocabulary. It can make students more interested to learn and they will be easier to learn English vocabulary.

Teaching English to students in elementary school is not easy. It needs strategies. One of the strategies which is usually used by the teacher to teach English vocabulary is by using pictures. It will be very helpful for a teacher to teach English vocabulary. The students will be more interested in the material, so the process of teaching and learning English vocabulary will be successful. It is because the teacher is able to handle the students and support them in learning English vocabulary.

Based on the explanation above, the writer was interested to do the job training in SD Negeri Krajan 02 Sukoharjo. The writer handled the class 4, so in this final project the writer presents a report entitled "TEACHING AND LEARNING ENGLISH VOCABULARY BY USING PICTURES TO THE STUDENTS OF THE FOURTH GRADE IN SD NEGERI KRAJAN 02 SUKOHARJO."

B. Objectives

The objectives of this final project report are:

1. To describe the teaching and learning process of English vocabulary by using pictures to the fourth grade students of SD Negeri Krajan 02 Sukoharjo.
2. To know and describe the problems in teaching and learning English vocabulary by using pictures.
3. To find out the solutions to the problems.

C. Benefits

The writer hopes that this final project report can give benefits to:

1. English teacher in SD Negeri Krajan 02 Sukoharjo

It is hoped that this report can be a contribution to the English teacher in developing the strategies of teaching English.

2. English Diploma Students

The writer also hopes that this final project is useful and gives some advantages to the readers who want to know about the method of teaching and learning English vocabulary.

CHAPTER II

LITERATURE REVIEW

A. Teaching

Teaching is a part of learning process. It involves a teacher and students in giving knowledge and information in teaching process. Teachers have an important role to teach students something. According to Douglas, teaching can not be defined apart from learning but teaching is guiding and facilitating learning enabling the learner to learn, setting the conditions for learning (Brown, 2000: 7). Meanwhile, James R. Davis says teaching is interaction between students and teacher over a subject (Davis, 1997:1). In addition, teaching is the work of a teacher to extend idea, information, or belief that is taught as stated in the Oxford Learner's Pocket Dictionary (Manser, 1980: 425).

Learning process involves a teacher and students. Teachers have an important role. They must make the students interested and happy to learn something. According to Jeremy Harmer, the behavior and the attitude of the teacher is perhaps the single most important factor in a classroom, and thus can have a major effect on discipline (Harmer, 1991: 6). It is clear that the teacher is the most important individual to determine the success of teaching and learning process.

Harmer said "a good teacher is ...Someone who asks the people who do not always put their hands up' and acting upon their hopes and aspirations (Harmer, 1991:6)." In relation to the quality, there are several indicators of a good teacher:

1. Teacher makes his course interesting

The teacher should have an ability to make the lesson interesting. It has purposes to make the students be interested in learning and being happy in the classroom.

2. Teacher explains clearly

The teacher must be able to explain the material clearly. If the teacher explain clearly, the students will be easier to understand.

3. Teacher shows the same interest in all his students

The teacher must give same attitude to all of the students. The teacher does not differentiate one student with the others.

4. Teacher makes all the students participate

The teacher must be able to make all the students active and participate in the classroom.

5. Teacher shows great patience

The teacher must have great patience when explaining the material. If there are some students who still do not understand about the lesson or task, so the teacher must repeat again patiently.

6. Teacher insists on the spoken language

The teacher insists to teach correctly suitable with spoken language.

7. Teacher makes his pupils work

The teacher should make the students work on their task. The teacher must support the students work in pair work or group work.

8. Teacher uses an audio- lingual method

The teacher must be able to use the audio lingual method to support the teaching and learning process successful.

(Harmer, 1991:6)

Besides, according to Richards and Rodgers, there are some roles of a teacher such as:

1. Teacher as catalyst, consultant, guide, and model for learning

Teacher as catalyst mean teacher must be able to give initiative to the students.

Teacher as consultant mean the teacher must be able to give suggestion if the students have problems about the lesson. Teacher as guide mean the teacher must guiding students in the teaching and learning process, and teacher as model for learning mean the teacher must be able to give some of model for learning process.

2. Teacher creates specific patterns of interaction between teachers and learners in classrooms

The teacher should be able to design the shift of responsibility for learning gradually from the teacher to the learner.

3. Teacher as psychological counselor

The teacher must be able as counselor if the students have the problems.

4. Teacher measures counseling skills and attributes-warmth, sensitivity, and acceptance

The teacher must create familiarity to the students in order to make the students does not shame and afraid if they want to ask about anything. And

also the teacher must have sensitivity about the students' problems and give support, motivation, and help to solve the students' problems.

(Richards and Rodgers, 1986:24)

In conclusion, it is clear that a teacher has many kinds of roles to support the teaching and learning English vocabulary so it successful. And also, it always involves a teacher and students in the process of teaching and learning English vocabulary.

B. Teaching English to Young Learners

Teaching to young learners is different from teaching to adult. Young learners show a greater motivation than adult to do something that appeal to them. According to Scott and Ytreberg, Some children develop early, some later. Some children develop gradually, others in leaps and bound (Scott and Ytreberg, 1990:1). Young learners are those who begin the English teaching and learning at elementary school. So, at this time a teacher must be able teach the students correctly. According to harmer there are indicators to be a good English teacher” teacher speaks good English and teacher teaches good pronunciation (Harmer, 1991: 6).” It can be said that the teacher must have ability to speak and pronounce the English words correctly. If a teacher can speak and pronounce correctly, it is hoped that the young learners can understand the material easier.

In addition, Scott and Ytreberg in their book *Teaching English to Children* explained that there are eight points that must deal with a teacher to teach English for children's. They are:

1. Words are not enough

The teacher should not rely on the spoken word only. The teacher should do activities include movement and involve the senses.

2. Play with the language

The teacher should play with the language. Playing with the language in this way is very common in first language development and is a very natural stage in the first stages of foreign language learning.

3. Language as language

Most eight to ten years old children already have this awareness in their own language. For students, reading and writing are extremely important for the child's growing awareness of language and for their own growth in the language, although both are very demanding and take time and patience to learn.

4. Variety in the classroom

For teacher giving variety of teaching English to students is needed. It consists of variety of activity, variety of pace, variety of organization, and variety of voice because the children's concentrations are short.

5. Routines

The teacher must have systems, routines, organize, and plan the lesson, use familiar situations; familiar activities in order to make the students always remember about the lesson have been learned.

6. Cooperation not competition

The teacher must give cooperative pair work and group work.

7. Grammar

Teaching English to young learner should only include the minimum of grammar.

8. Assessment

Assessment is always useful for the teacher to make regular notes about each child's progress.

(Scott and Ytreberg, 1990:5-7)

From the explanation above, it can be concluded that teaching the young learner is difficult. So, the teacher should have the teaching method and teaching strategies to get the best result in teaching and learning English process.

C. Learning

Teaching process is always followed by learning process. They are two activities which can not be separated. Both of them complement each other in accepting skill, information, new language, etc. According to Brown, learning is acquiring or getting of knowledge of a subject or skill by study, experience, or instruction (Brown, 2001:7). Meanwhile, Garnezy and Kimble said that learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice (Garnezy & Kimble, 1963:133). Learning is a continuous process which always happens in the formal class and informal class. According to Brown, there are some meanings of learning, they are:

1. Learning is a change in behavior
2. Learning is acquisition or getting

3. Learning is retention of information or skill
4. Learning is relatively permanent but subject to forgetting
5. Learning involves some from practice, perhaps reinforced practice
6. Learning involves active, conscious focus on and acting upon events outside or inside the organism

(Brown, 2001:7)

From the opinions above it can be concluded that learning is a process to get information or skill.

D. Method of teaching

Method of teaching can also support the process of teaching and learning English vocabulary. According to Brown, method is a generalized set of classroom specifications for accomplishing linguistic objectives (Brown, 2000:16). Meanwhile, Jeremy Harmer said the method by which students are taught must have some effects on their motivation (Harmer, 1991:5). If they find it deadly boring they will probably become de-motivated, whereas if they have confidence in the method they will find it motivating as stated by Harmer (Harmer, 1991: 5). Because of that, it needs to choose the appropriate method of teaching. One of the methods of teaching to teach English vocabulary is by using pictures. It is expected that students are more interested and easier to learn English vocabulary. Besides, Harmer also said that a really motivated student will probably succeed whatever method (within reason) is used (Harmer, 1991:5).

It is clear that a teacher must be able to determine the method which is suitable to be implemented in teaching and learning process. It has purposes that the students will be happy to learn and it can support teaching and learning process in order to be successful. From that reasons it can be concluded that the method which is chosen by a teacher can determine the result of teaching and learning process. If the method is suitable, it can also give effect to the students, making the students more enthusiastic and diligent in learning English especially English vocabulary.

In language teaching, there are many approaches and methods to encounter theories in practice. So, there is something connecting method and approach. These are some of the elements and the sub elements by Brown. They are:

1. The Grammar Translation method

This method consists of some characteristics. They are:

- 1) Classes are taught in the mother tongue, with little active use of the target language
- 2) Many vocabularies are taught in the form of lists of isolated words
- 3) Long, elaborate explanations of the intricacies of grammar are given
- 4) Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words
- 5) Reading of difficult classical texts is begun early
- 6) Little or no attention is given to pronunciation

2. The Direct Method

This method consists of some characteristics. They are:

- 1) Only everyday vocabulary and sentences are taught
- 2) Grammar is taught inductively
- 3) New teaching points are taught through model and practice
- 4) Concrete vocabulary is taught through demonstrations, objects, and pictures; abstract vocabulary is taught by association of ideas
- 5) Both speech and listening comprehension are taught

(Brown, 2000: 18-21)

From the explanation above, it can be concluded that the most suitable language teaching methods used to teach the fourth grade elementary students are the Grammar Translation Method and The Direct Method. This language teaching methodology uses the mother tongue in explaining the materials. Using the mother tongue will be helpful for the fourth grade elementary students to understand the English subject, because English is a new language for them.

E. Learning English Vocabulary by Using Pictures

Vocabulary is one of the English materials that are learned by students. So, a teacher must be able to make the students interested in learning. Because of that, it needs to be taught and learn English vocabulary. Vocabulary was necessary to give students something to hang on to when learning structures (Harmer, 1991: 154). So, a teacher must teach vocabulary from the early age to help the students

when learning structures. In addition, according to Harmer” language students need to learn the lexis of the language. They need to learn what words mean and how they are used.”(Harmer,1991: 23). Based on the reason, it is necessary to teach students vocabulary.

One of the methods to teach English vocabulary is by using pictures. It is expected that by using pictures the students will be interested in learning and they will be easier to learn English vocabulary. According to Scott and Lisbeth, the teacher will need to have plenty of objects and pictures to work with, and to make full use of the school and your surroundings (Scott and Lisbeth, 1990: 5). So, it is clear that by using pictures it can support the process of teaching and learning English vocabulary.

F. Young Learners

According to Sarah Philips, young learners mean children from the first year of formal schooling (five or six years old to eleven or twelve years old) (Philips, 1993:5). So, it can be said that young learners are children in kindergarten or elementary school. In their age, they tend to want to know about anything and their brain grows fast. So, it is necessary to introduce them to English language especially vocabulary. Moreover, children need frequent changes of activity and activities which can stimulate their curiosity. Based on the reasons, it is necessary for a teacher to choose an activity which can stimulate the curiosity of the students. Besides, according to Scott and Lisbeth young learners can be divided into two groups. They are:

1. Five to seven years old

2. Eight to ten years old

They assumed that five to seven year olds are all at level one, the beginner stage.

The eight to ten years old may also be beginners, or they may have been learning the foreign language for some time, so there are both level one and level two pupils in the eight to ten age groups (Scott & Lisbeth, 1990: 1).

In addition, each of them has some ability according to Scott and Lisbeth. They are:

1. Five to seven years old:

- a. They can say what they are doing
- b. They can tell you about what they have done or heard
- c. They can plan activities
- d. They can use logical reasoning
- e. They can use their vivid imagination
- f. They can argue for something and tell you why they think what they think

2. Eight to ten years old:

- a. They can tell the difference between fact and fiction
- b. They ask question all the time
- c. They are able to work with others and learn from others
- d. They are able to make some decisions about their own learning

(Scott and Lisbeth, 1990:1-4)

Based on the statements above, it can be concluded that young learners is children's in the kindergarten and elementary school. They like to play and learn anything which is they like based on their imagination.

CHAPTER III

DISCUSSION

A.SD Negeri Krajan 02 Sukoharjo

1. Description of SD Negeri Krajan 02 Sukoharjo

SD Negeri Krajan 02 Sukoharjo is one of the elementary schools in Sukoharjo. This school is the best elementary school in Krajan. It can be seen from the number of the students. SD Negeri Krajan 02 Sukoharjo has many students compared with the others and got many appreciations. Certainly, it made the teachers and staff in SD Negeri Krajan 02 Sukoharjo proud.

It is located at Namengan, Krajan, Weru, Sukoharjo. SD Negeri Krajan 02 Sukoharjo is an educational unit for students at the age 6 up to 12 years old. SD Negeri Krajan 02 Sukoharjo was built during 1975-1976. This school has cooperated with the school committee to manage and arrange the relation between the school and the society around this school. Besides, SD Negeri Krajan 02 Sukoharjo also often had meetings, called KKG (Teachers' Work Group). In achievement, this school has obtained many appreciations from the Sukoharjo Government. The appreciations include academic and non academic ones. For example, in academic, SD Negeri Krajan 02 Sukoharjo has become the first winner of islamic - religion education competition and in non academic, this school has also become the first winner in school health unit competition.

The building of SD Negeri Krajan 02 Sukoharjo consists of a teacher and a headmaster rooms, a guest room, and a library room. The guest room displayed

many kinds of pictures, for example the president and the vice president pictures, charts and calendar. SD Negeri Krajan 02 Sukoharjo consists of eight classrooms, from grade one up to grade six, one worshipping room, one toilet room for man, one toilet room for woman, one room for staff, one park, and a parking area for teachers and students. All of the facilities are provided to support the process of teaching and learning.

SD Negeri Krajan 02 Sukoharjo in 2008 /2009 had 10 teachers, 1 staff and 118 students divided to 61 man students and 57 woman students. According to the statistics this number has been considered very large.

2. Teacher's Work Group

Teacher's Work Group is an association of all teachers to discuss everything which has relation with the education. The function of this organization is to discuss anything which has relation with the education to improve the quality of education in Sukoharjo. For examples: subject competitions, PORSENI, little doctor program, etc.

3. Three Pillars of National Education Policy

SD Negeri Krajan 02 Sukoharjo has three pillars of national education policy. They are:

1. Expanding and distributing education access.
2. Improving quality, relevance and education competition motivation.
3. Reinforcing the accountability management system, and the image of public and education.

4. Vision and missions of SD Negeri Krajan 02 Sukoharjo

SD Negeri Krajan 02 Sukoharjo has vision and missions in improving the education system and the quality of teachers and students. They are:

a. Vision

Be faithful, virtuous, educated, competent, and have glorious character.

(Beriman, bertaqwa, cerdas, terampil, berbudi luhur)

b. Missions

1. Increasing the faith and virtuosity

(Meningkatkan keimanan dan ketaqwaan)

2. Doing the teaching and learning activity optimally

(Melaksanakan kegiatan belajar mengajar secara optimal)

3. Doing extracurricular activity

(Melaksanakan kegiatan ekstrakurikuler)

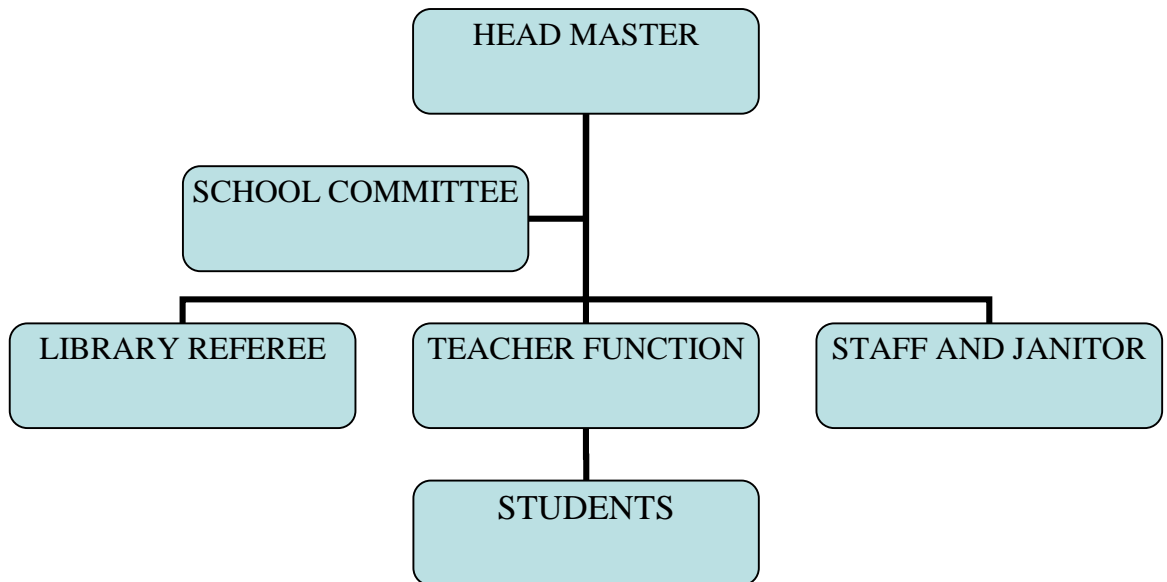
4. Participating in subject competition

(Mengikuti lomba mata pelajaran)

5. The Organization Structure of SD Negeri Krajan 02 Sukoharjo

The Organization Structure of SD Negeri Krajan 02 Sukoharjo

Year 2008/2009



B. The activities during the job training in SD Negeri Krajan 02 Sukoharjo.

1. Class Observation

The writer observed the students and the class condition in the first day of the job training. The English lesson at SD Negeri Krajan 02 Sukoharjo is taught firstly in the fourth grade. The writer focused on fourth grade in doing observation.

Physically, the condition of classroom observed is good enough and conducive to do teaching and learning process. The class room has one door and some windows. Besides, in this classroom there is a daily presence board, a board containing study group, a list of team work, and a list of subject. There is also a paper of board organization classroom, a paper of good order system, a picture of "Garuda Pancasila", a picture of president and vice president and three patriot pictures which were hung on the wall.

Inside the class room, there were 12 desks. Together with the desk there were 2 chairs. Besides, there was one teacher desk with a chair. Some of the desks there had lockers but some did not. Also, in the fourth grade there were 23 students consisting of 13 boys and 10 of girls.

During the English lesson, the writer always stayed in the classroom. Because it was hoped that she could help the students if the students had difficulty in doing the task. The classroom situation sometimes was crowded and noisy. But, if the writer started explaining the material the students could be silent and they listened to the explanation.

While the writer explained the material, the students were very enthusiastic in teaching and learning process. Some of the students were not shame of asking to the writer if they did not understand about the material. It showed that the students were active learners.

2. Making lesson plan

A lesson plan has an important function to support the teaching and learning English vocabulary. A lesson plan can help the teacher to control the

material given to the students' based on the curriculum concept. Usually, a teacher makes lesson plan before presenting the material to the students. It has a purpose to make teacher and students easier to learn English language. Besides, it gives benefit to students and teacher in understanding the material. So, in each topic a teacher must make a lesson plan. The purpose and the allocated of time to teach student can be suitable with the time given by interrelated school.

Making lesson plan can help a teacher what the teacher must do when teaching English language. So, the lesson plan can help the teacher to minimize their mistakes when doing the job training.

The writer made the lesson plan suitable with the material given by the English teacher in SD Negeri Krajan 02 Sukoharjo. The material used by the teacher in making lesson plan is based on the Enjoy Your English book published by sahabat. The lesson plan follows the curriculum of education unit. The curriculum consists of some skills. They are reading, listening, speaking, and writing skills. It is hoped that the students can be skillful in using English language.

3. The process of teaching and learning English language in SD Negeri Krajan 02 Sukoharjo

In the process of study, it involves teaching and learning process. It has an important role to support the success of study. A teacher, students, and the material used have influences to support success of study. The teaching and learning process can be successful if all of the factors can support each other.

In the fourth grade of SD Negeri Krajan 02 Sukoharjo, the English teaching and learning process was done on Tuesday. On Tuesday, English learning and teaching process started at 11.45 a.m. until 12.30 p.m. Before the process of teaching and learning happens, the writer did some preparation. For example, the writer prepared the lesson plans, material, and equipment to support the teaching and learning process. It must be prepared well because it will determine the success of the teaching and learning process. To start the lesson, the writer firstly greeted the students. After that, the writer checked students' attendance. The writer checked the homework because after the English lesson that the writer always gave the homework to the students. The writer checked the homework one by one.

After checking the homework, the writer began the lesson by giving warming up to the students and then explaining or giving information about what topic which will be learned together, and then be continued to the main material. The students of the fourth grade waited for the instruction from the teacher. After the students are ready to the lesson, the writer showed some pictures and explained the name of the pictures. After that, the writer pronounced it and asked all of the students to repeat after the writer.

Although, it was an English lesson, but the use of English language was not used full. It is because the students do not understand and can not catch the material. So, during the English lesson, English lesson was used about 50% and another language used was Indonesia language. But, this problem can be understood by the writer.

The writer knew that English language is a new language for students in fourth grade so it is relative difficult for them. In teaching and learning English language, English language was just used for greeting, commanding. But, most of that time by using pictures to explain the materials. The writer used pictures based on the book and the creativity. Based on the job training, the students are more interested in studying new language if supported by something which makes them interested to learn. In this point, the equipment which is used was pictures because it is simple and easy to be used for explaining vocabulary of English language.

According to Scott and Lisbeth, words are not enough (Scott and Lisbeth, 1990: 5). These words also support the writer to use pictures in teaching and learning English vocabulary. To explain the material, firstly by showed the pictures, and then continued with asked to the students what the name of things in pictures. The students' answer the question, but they answer was in Indonesian language. Then, the writer mentioned the name things in pictures in English language. After mentioning the name things based on pictures in English language, the writer asked the students to repeat the name of things based on pictures in English language.

In exercises, the writer read the instruction and explained what they must do. After explaining, the writer asked the students whether there were some students who do not understand about the task. If all of the students understood about the task, the writer gave time to do the task while walking around the classroom to knew the student's tasks.

In additional activities, the writer gave a game. It made the students more interested in the materials and also attracted the students' attention. Besides, she also used the real object was discussed based on the material, like pictures. The students felt happy when the writer brought something as the media of teaching. As the result, the process of teaching and learning English vocabulary by using pictures at the fourth grade was active enough but some students were still passive.

C. Discussion

1. Teaching and Learning English Vocabulary by Using Pictures in SD Negeri

Krajan 02 Sukoharjo

In SD Negeri Krajan 02 Sukoharjo, English lesson was firstly given in the fourth grade. English lesson in SD Negeri Krajan 02 was only studied from the fourth grade to the sixth grade. It is because English is a new language to them. So, English lesson is not intra curricular lesson but it is just an additional lesson. English is different with compulsory subject such as Indonesian language, mathematics and sciences. English lesson to the fourth

grade only once a week on Tuesday from 11.45 until 12.30. It is about 45 minutes in every week.

From the explanation above, it is necessary for the writer to discuss teaching and learning English vocabulary by using pictures. Because this is a beginner class to English, so in teaching and learning English vocabulary the writer is interested to use pictures. It has purposes that they will be interested in learning English vocabulary. Besides, the students will be happy to learn and they will quickly understand about the material and the lesson.

2. Teaching Procedure

The writer had some procedures when doing the job training to make the teaching and learning English vocabulary successful. The procedures consist of activities when she did the job training. They are:

2.1. Presentation

2.1.1. Greeting

Before starting the lesson, usually the writer greeted the students. She greeted the students in purpose to know whether the students is ready to learn and to make students get accustomed to using greeting if they meet someone. The greeting which is usually used by teacher are like this:

Teacher:” Good morning students”

Students:”Good morning miss”

Teacher:” How are you today?”

Students:” I am fine, and you?”

Teacher:” I am fine too, thank you”

After greeting the students, the writer checked the students’ attendance.

2.1.2. Warming up

Before starting the lesson, the writer gave the warming up which was suitable with the material. The example of the warming up to the students is:

Teacher:” Do you know Fruits?”

Students:”Yes miss, I know, Fruits is buah”

Teacher:” Did you eat fruits this morning?”

Students:” Yes miss; I had break fast with fruits”

Teacher:” What fruits did you eat this morning?”

Students:” I ate.....

After doing a warming up, the writer said to the students if they will study about foods (fruits and vegetables) and drinks.

2.1.3. Explanation

After having a warming up, the writer continued giving explanation to the students. Firstly, the writer asked the students to do something in English command. For example: open your book on page.....After asking the students to open their book, the writer then started to explain the material.

In explaining the materials, the writer gave clear explanation. The writer read the English command based on the book. After that, she wrote the command on the blackboard and translated it into Indonesia and gave explanation in Indonesian. The writer also repeated giving explanation, in order to make the students understand about their task. And then, the writer also gave opportunity to

the students to ask if they still do not understand about their task. When giving explanation to the students, the writer brought pictures. It has purposes that the students will be happy and easier to learn English vocabulary.

2.1.4. Exercises

After explaining the materials, the writer always gave the exercises to students. It has purposes to know whether the students are clear about the materials or not. Some of exercises which the writer gave to the students consists some of skills. They are:

1. Listening skills

Listen and repeat

The writer in the listening part read some vocabulary about fruits and then asked the students to listen and then asked to repeat them until twice or three times. It has purposes to make the students speak the words correctly.

For example: It is orange - It is orange

It is apple - It is apple

2. Reading skills

In reading, the writer read the literature which is consist of vocabulary about the name of fruits based on the book. The writer read twice. And then, the writer also asked all of the students to read. After asking students to read, then the writer gave some of the questions based on the text, the students who know the answer could raise their hand and answer the question.

3. Speaking skills

In speaking activity, the writer asked some of students to repeat after the teacher about the name of vegetables based on their book. It has purpose to know whether the students can speak each of the words correctly or not.

4. Writing skills

A. Writing the answer based on the pictures

The writer showed some pictures of fruits, after that the writer asked some of the students to write the name of fruits on the blackboard.

For example:

1.

2.

B. classify the following things

The writer asked the students to classify the following things.

For example:

- Watermelon -Doughnut
- Avocado -Ice cream
- Cabbage -Apple
- Spinach

No.	Fruits	Vegetables	Foods	Drinks
1.				

2.				
3.				

C. Matching

In this exercise, the writer asked the students to match the answer in column A to column B. The students can answer the question by drawing lines to column B.

For example:

Column A

Column

B

1. Do you like fruits?

1. She like Melon and

Apple

2. What fruits does Farida like?

2. Yes, I like fruits

3. Does Agung like fruits?

3. Yes, he likes fruits

2.1.5. Assessment

After giving explanation, usually the writer gave assessment to the students. It has purpose to know whether the students understood about the material which have been learned together or not.

2.1.6. Ending the lesson

Before finishing the lesson, the writer reviewed the materials which have been learned together. After that, the writer also gave opportunity to ask if they still have problem about the material. After there is no students asking about the material, the writer finished the lesson by saying” I think it’s enough for the lesson today, I hope you will study at home, thanks and see you” to the students and then the students replied “see you”.

2.2. Test

In SD Negeri Krajan 02 Sukoharjo there are three kinds of test. They are the test which was held in the end of the topic discussed or daily test, mid test which is usually given in the middle of the semester and final test which is given in the end of the semester. Usually the material in the final test consists of all the materials during the last six months.

The additional activities done by the writer during the job training as the English teacher in SD Negeri Krajan 02 Sukoharjo was game. It could be described as follows:

2.3. Games

Games can support the activities of teaching and learning English vocabulary. Games can improve the motivation of students to learn English vocabulary. The writer gave games to the students because sometimes the students felt bored when the writer explained the material. To reduce it, the writer chose games to make boring situation became more interesting.

In the class, the writer used guessing game. In this game, the students used pictures. The writer showed a picture, for example (Chili tapi gambar) then the writer asked the students to find the name of vegetables. The students who know the answer can go forward in front of the class room and write the answer on the blackboard. This game was done by dividing the students into three groups. The writer gave the students 10 to 15 questions. Each of the correct answer has 100 points. The group that got the higher point became the winner.

D. The problems of teaching and learning English vocabulary by using pictures in SD Negeri Krajan 02 Sukoharjo

During the job training in SD Negeri krajan 02 Sukoharjo, the writer found some problems. They are:

1. The problems of the students

1. Writing

The students often makes mistake during they writing some of words. They can not differentiate between spelling and writing. They thought that pronunciation and writing were not different. For example: when the writer asked the students to write “watermelon” and “pineapple”, some of students wrote the words “wattermelon “and “pineappele”.

2. Wrong opinion

One of the students’ problems is the wrong opinion about the English lesson. They said English is difficult, so they became lazy to study English lesson.

Besides, they considered that English lesson was just additional lesson so it was not necessary.

2. The Problems of the Teacher

1. Uncooperative students

Teaching the young learners are difficult. It can be seen when the writer did the job training. Most of the students still played and made disturbance. For example: they still liked to play football in the classroom and moved around and could not be controlled.

2. Limited of facilities and materials.

Limited of the facilities and the material in the classroom made the teaching and learning process ineffective. For example, some of the students still have not additional books. They just have worksheet. So, the students just orient based on the worksheet.

E. The solution to the problems

1. Solutions to the Student's problem

To solve the problem in writing English vocabulary, the teacher showed the pictures and wrote the words on the blackboard. It was aimed that the students could write the English vocabulary correctly.

The solution to the students' wrong opinion is giving motivation to the students. The teacher can explain the importance of English for their future and

asked the students to be more diligent in studying English because English is important for their life.

2. Solutions to the teacher's problems

To make the students' cooperative to the lesson the writer asked the students to pay attention to the lesson. For example, if the students make noise the teacher asked them to keep silent and asked them to pay attention to the lesson.

To solve the limited of facilities and the materials the writer brought some of materials. For example she brought some of pictures. It was aimed that the teaching and learning English process could be effective and successful.

CHAPTER IV

CONCLUSION

A. Conclusion

Based on the discussion in the previous chapter, there are several conclusions that can be obtained from this final project report. They are:

1. The teaching and learning process of English vocabulary by using pictures to the fourth grade students of SD Negeri Krajan 02 Sukoharjo.

The English lesson in SD Negeri Krajan 02 Sukoharjo begins to be taught from the fourth grade to the sixth grade. The Fourth grade became the focus of the observation. The English teaching and learning of the fourth grade were given once a week, 45 minutes per meeting. It began on Tuesday at 11.45 a.m. until 12.30 p.m.

In teaching and learning English vocabulary by using pictures, there were some procedures done by the writer.

The procedures are:

1. Greeting
2. Warming up
3. Explaining
4. Giving exercises
5. Evaluating
6. Ending the lesson

The applications of the four basic skills to the students based on the material used are:

1. Writing skills

The students practiced with writing the name of fruits based on the pictures shown by the teacher.

2. Reading skills

The students practiced with reading the literature which is consist of vocabulary about the name of fruits based on the book.

3. Speaking skills

The students practiced with repeat after the teacher about the name of vegetables based on the book

4. Listening skills

The students practiced with listen some vocabulary about fruits from the teacher. After that, the teacher asked the students to repeat after the teacher.

2. The problems in teaching and learning English vocabulary by using pictures to the students of the fourth grade SD Negeri Krajan 02 Sukoharjo.

1. The problems of students:

- a. Writing English
- b. Wrong opinion

2. The problems of teacher:

a. Uncooperative students

b. Limited facilities and materials

3. The solutions to the problems

a. The solutions of the students' problems:

- To solve the student's problem in writing English vocabulary, the teacher showed the pictures while writing the words on the blackboard. It was aimed that the students could write the English vocabulary correctly. Because some students still consider that the English spelling are similar to the spelling in Indonesia language.
- To solve the problem in wrong opinion about English lesson is gave motivation to the students. The teacher said that they must be more diligent in studying English because English was important for their life.

b. The solutions to the teacher's problems:

- To make the students cooperative to the lesson, the teacher asked the students to pay attention to the lesson.
- To solve the problems of limited facilities and the materials, the teacher brought some materials by herself. For example she brought some pictures to support the teaching and learning English vocabulary in order to be more effective and successful.

B. Suggestion

Based on the discussion above, the writer wants to give some suggestion, as follows:

1. To the English teacher in SD Negeri Krajan 02 Sukoharjo

The teacher must be more active to teach the students. The teacher must be able to control and manage the students in teaching and learning process. Besides, the teacher must be able to give motivation to the students in order to make them more interested in learning English language.

2. To SD Negeri Krajan 02 Sukoharjo

SD Negeri Krajan 02 Sukoharjo should supply the facilities and materials to support the process of teaching and learning English. For example: dictionary, English storybooks. It was aimed that they will be happy and easier to learn English language. So, the process of teaching and learning English could be effective and successful.

3. To the fourth grade students of SD Negeri Krajan 02 Sukoharjo

It is hoped that the fourth grade students of SD Negeri Krajan 02 Sukoharjo can be more interested in English. They are able to know that English was important for their life in future.

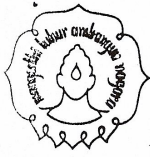
4. To the English Diploma students

It is expected that this final project report can give description about the process of teaching and learning English vocabulary by using pictures in the elementary school so that the English Diploma students can use some pictures in their job training.

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APPENDICES



DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS SEBELAS MARET
FAKULTAS SASTRA DAN SENI RUPA
PROGRAM STUDI DIPLOMA III BAHASA INGGRIS

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Penilaian Praktek Kerja

Mahasiswa Program Diploma III Bahasa Inggris

Fakultas Sastra dan Seni Rupa Universitas Sebelas Maret
Surakarta

Nama : Riska Susanti

NIM : C9306085

Atas dasar **penalaran, ketrampilan, kedisiplinan, rutinitas kehadiran, penampilan, pergaulan dan tanggung jawab**, nilai ditetapkan :

..... **88**

*Angka 10 – 100

Model penilaian tidak mengikat

Pembimbing di Perusahaan Swasta/

Instansi Pemerintah



RIYONO
NID. 130372943

LESSON PLAN

Topic : Food and Drink (fruits, vegetables, and drink)
Level : the fourth grade of elementary school grade
Time : 6 x 45
Skill focus : Writing, speaking, reading and listening skills
Objectives : students should be able to read, listen, write, and speak about fruits, vegetables and drink
Main material : an English book
Supplementary: Pictures

MOTIVATING STRATEGIES

Warming up

-Teacher greets students

Greeting: 1. Good morning students!
2. How are you?

-Teacher check students attendance

-Teacher asks students:

1. Do you know fruits?
2. What are fruits do you like?
3. Are you everyday eat fruits?

-Teacher tells students that they are learning about food (fruits and vegetables) and drinks

-Teacher introduces the name of fruits

-Teacher shows some of pictures and mentioned the name.

-Teacher tells objective of the lesson: So, after this lessons, students should be able to listen ,read, speak, and write about food(fruits and vegetables) and drinks

PRESENTATION STRATEGIES

- Teacher introduces vocabulary about fruits with showed the pictures and the name of Fruits to the students while wrote on the blackboard.
- Teacher asked the students to write the name based on the pictures.
- And also in reading skill, the teacher read the literature which is consist of vocabulary the name of fruits. After that, the teacher also asked some students to read it.
- Besides, in speaking skill the teacher asked the students to practice with repeat the name of vegetables based on their book after the teacher.
- In listening skill, the teacher pronounces some vocabulary about fruits, and then asked the students to listen and repeat after the teacher.

SKILL PRACTICE

- Teacher showed some of pictures about fruits based on the book
- Teacher asked some of students to write the name of fruits on the blackboard
- Teacher and the other students analyze the question right or not
- If the students answer incorrectly, teacher asked the students to go back and asked them to study again in their house
- If the students answer correctly, teacher and the others student give applause

ASSESSMENT

Teacher asked the students to mention 10 the name of fruits, vegetables, and 5 the name of drinks.

CLOSING

- Teacher closes the class
- Teacher says: ok students. I think enough the lesson today. I hope you will study hard in your house and more interested study English language. See you.

ACTIVITY TWO

A. Read aloud after your teacher.



- My mother is Mrs. Riani
- She is a teacher.
- She goes to the market on Sunday.
- She buys fruits and vegetables.
- She also buys daily needs.
- We like fruits and vegetables.
- We eat fruits and vegetables for our health.
- Do you like fruits and vegetables?
- What fruits do you like?
- What vegetables do you like?

B. Read and memorize the sentences below

- My mother goes to the market.
- She buys fruits and vegetables.
- She buys daily needs.
- We like fruits and vegetables.
- We eat fruits and vegetables.

C. Practise this dialogue.

- Tantin : What is it, Rida?
 Rida : Oh, it is a cucumber.
 Tantin : Do you like it?
 Rida : Yes, I do. I like vegetables.
 Tantin : Do you like fruits?
 Rida : Yes, I do. And You?
 Tantin : Yes, I like fruits and vegetables.
 Rida : They are good for our health.

